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ABSTRACT

Youth Change presents on site workshops to train staff to deal with youth with problems. This workbook introduces the Youth Change curriculum and workshop, outlining some of the ways the program promotes social skill, school skills, and coping skills and introducing the Youth Change structured curriculum. Eight sample lessons are presented with instructions to help teachers present them to students. All the sample lessons are from the "Breakthrough Strategies Lesson Series" by Ruth Herman Wells. (SLD)

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Breakthrough Strategies to
TEACH and COUNSEL
Troubled Youth™

W O R K S H O P

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Social Skills • School Skills • Coping Skills

Workbook and Sample Lessons

BEST COPY AVAILABLE

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Section 1: Introduction

Pre-Test:

List the 2 types of youth that you find to be the most difficult to successfully work with. (Example: aggressive boys)	**List the five intervention strategies that you normally use to manage the problems posed by these youth.** (Example: give time out)	**Rate the effectiveness of these methods.** Grade on a scale of 1-5 with 1 as poor and 5 as very effective
1.	a. b. c. d. e.	a. b. c. d. e.
2.	a. b. c. d. e.	a. b. c. d. e.

Section 2: Introduction to the Structured Curriculum

Structured Training Works When Other Methods Fail:

- Engaging, hard-to-resist
- Can teach "unteachable subjects"
- It's memorable; kids don't forget it
- Can teach skills step by step, basic to advanced
- Can teach skills out of normal developmental order, if necessary
- Avoid predictable problems before they happen

The Three Problem Areas-- The Cycle of Interaction:

- Emotional
- Social
- School

The Fightstalker

Section 3: The Coping Skills Curriculum

Why Coping Skills Training Works:

- Designed for use with children, not "trickle down" adult methods
- Designed for high energy, easily bored, disruptive youth
- Works with voluntary and non-voluntary participants
- Designed to address developmental issues that hinder counseling youth
- Works with youth who lack sensitivity or are not verbally skilled
- Works with youth who have limited ability to understand abstract concepts
- Works with youth who do not have basic group or counseling participation skills
- Works with youth who have different preferred learning styles
- Proactive, not reactive

What Coping Skills Training Can Do:

- Supplement or replace group or individual counseling
- Teach youth how to successfully and willingly participate in counseling
- Teach specific steps to make specific changes
- Facilitate insight in a non-threatening way
- Change problem behaviors and feelings even for severely disruptive youth
- Can focus on single topic areas, such as Addictions or Family Dysfunction
- Allows non-counselors to more effectively help youth who lack other resources

Coping Skills Techniques To Use With My Problem Youth:

The Nix-Master

The Benefits of Coping Skills Training:

- Teach youth how to participate in counseling, not just demand but not teach these skills
- Gives troubled youth all the help they need, and help is tailored to meet their needs
- Relief to teachers, counselors, youth, family, administrator, community
- Works with any youth, especially effective with youth who have exhausted other resources
- Gives counselors and teachers more of the tools needed to be effective with troubled youth

Lesson 20

The Cost of My Actions

Goal: To assist students to determine the "costs" of their actions before (instead of after) they have taken the action.

Materials: Chalkboard, chalk, "Is It Really Worth It? Handout, pens

1. ▲ **Inform** the students that they will be investigating the advantages of thinking ahead versus thinking later. **Ask** the students to determine what is the "usual" time that they realize that they've made a bad choice. **Assist** the students to determine that they generally evaluate their actions once seated in the principal's office, police car or detention room. **Inform** the students that they will be learning it is possible and more beneficial to think prior to ending up in those locations.

2. ▲ **Inform** the students that they will be evaluating the "costs" of their actions now rather than later using the "Is It Really Worth It?" handout. **Direct** the students to fill in the handout in a manner similar to the example shown at the top of that page. The first two boxes are left empty for students to insert their own past or likely future situations. Be sure students insert actual past or likely future scenarios that they will encounter.

▲ **Review** each student's sheet with the class. **Assist** students to add in costs that they may have missed and to cross out actions that they decide are too costly to do.

3. ▲ **Discuss** with the class how evaluating actions in terms of their monetary and personal costs can help them to avoid engaging in actions that have high costs. **Ask** each student to list out additional actions that they want to avoid due to the monetary and personal high costs.

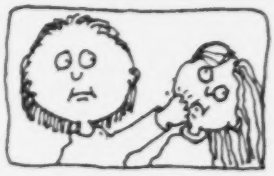
▲ **Discuss** with the class this observation: *If you get caught, you are going to evaluate your actions in the principal's office or police station, so either way you will be thinking, but only prior evaluation allows you to think when thinking can still make a difference.*

4. ▲ **Review the major points of this lesson:**

- **The time to evaluate the costs of an action is before you are receiving the consequences of that action.**
- **Evaluating actions prior to doing them, gives you the chance to avoid substantial monetary and personal pain.**
- **When trying to decide whether or not to become involved in an action, determine the monetary and personal pain costs to you.**

IS IT REALLY WORTH IT?

	"Money Cost" to You	"Pain Cost" to You
SAMPLE		
Diversion Counseling	$570	No transportation
Car Insurance	$792	Car confiscated
Fines	$750	License revoked
Fix Car	$1,115	Felony record



Learn to Think First: Become a Think-o-Matic

Goal: To systematically train students to always think before acting.

Materials: Chalkboard, chalk, stopwatch, one copy for each student of "Thinking First Really Works Cartoons", pens.

1. ▲ **Inform** the class that they will be learning about reducing impulsiveness by learning to always think first. **Ask** the students to describe incidents when they thought after acting and regretted not thinking first. **Identify** to the students that they will learn how to greatly reduce the frequency of those incidence.

▲ **Ask** the students to name the kind of things they say to themselves when they do finally think about the action they took. **Elicit** answers such as "I wish I'd thought before I did this" and "I really wish I didn't end up in all this trouble." **Write** each phrase on the board then **ask** the class if thinking these thoughts after the action is non-productive. **Assist** the students to recognize that the productive time to consider these thoughts is prior to acting. **Ask** the students to modify the phrases to be positively phrased, and in the present tense so the phrases could be used pro-actively rather than reactively; for example, "I wish I'd thought before I did this" would become "Think about this before doing it." **Ask** each student to select a phrase that could best assist them to think before acting.

2. ▲ After each student has selected their phrase, **ask** them to memorize it. **Inform** the students that they will be participating in a contest that will help them to thoroughly memorize their phrase. **Read** aloud the instructions:

• *To help you learn your think first phrase as well as you know your own name or phone number, you compete in the Think-o-Matic Contest. The goal of the contest is to learn your phrase thoroughly and to be the person who can say their phrase the most number of times in 15 seconds. When it is your turn, your instructor will say "go" and you should say your phrase as many times as you can before the instructor says "stop" after the 15 seconds have elapsed. The instructor will count the number of repetitions you say in that amount of time, and will write your total on the board. Each student should get three or more chances to become the top scoring Think-o-Matic.*

3. ▲ **Inform** the students that they will practice applying their think first phrases to situations. **Distribute** copies of "Thinking First Really Works" and **ask** the students to find the first instance in each cartoon strip when thinking first could have worked. **Inform** the class that they must fill in the last cartoon strip with an actual situation they have recently faced, or are likely to face in the near future. When all the students have completed their sheet, **review** each student's effort with the class.

▲ **Ask** the students to discuss how they could plan to actually use their think first phrases all the time. **Review** each student's plan with the class one at a time. Before completing the review with each student, **ask** the student to be re-timed on quickly saying their think first phrase. **Ask** the students to report back during the next class on their success using thinking before acting.

4. ▲ **Review the major points of this lesson:**

• **Thinking after acting is too late to allow you to consider your action.**

• **Thinking prior to acting allows you to consider the action and avoid negative consequences you would otherwise face.**

• **Knowing and using a think first phrase can protect you from surprising yourself with involvement in unwise activities.**

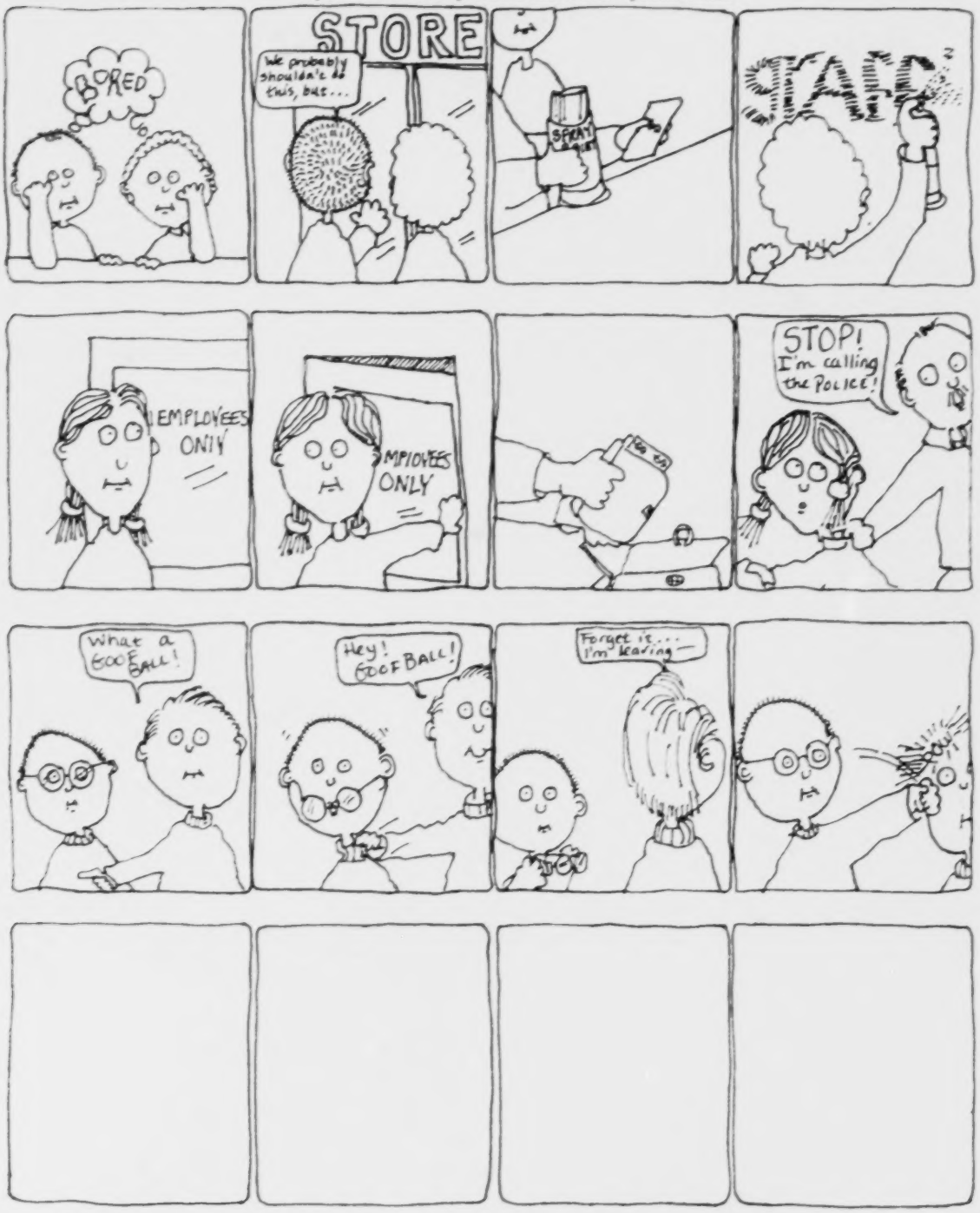
• **Use your think first phrase constantly to maintain control, or else you will likely face the consequences of your ill-considered actions.**

• **Thinking first really works.**

THINKING FIRST REALLY WORKS

Cartoons

Insert your "think first" phrase at the earliest possible time



Silly Excuses That are Too Silly to Ever Use Again

Goal: To assist youth to reduce the frequency of excuse-making, and to learn to discriminate valid excuses from frivolous ones.

Materials: Chalkboard, chalk, pens, one copy for each student of the "There's No Excuse for Using That Excuse Cartoons".

1. ▲ **Observe** to the class that there has been/might occur an over-use and abuse of excuses. Ask the class to review the "There's No Excuse for Using that Excuse Cartoons" and to discuss the excuses pictured.

▲ **Ask** the students to name additional "lame excuses" they use, and to shape those phrases into the class's "Top Ten Silliest Excuses". **Write** excuses on the board, along with the Top Ten List, and **assist** the students to decide to ban the use of those frivolous excuses in their room. **Ask** for a volunteer to later transcribe the Top Ten List onto poster board and then post it so it can become a permanent reference for class members on what excuses they have banned from use.

2. ▲ **Ask** the students to determine when, and how often excuses should be used. **Assist** them to set recommended frequency rates along with guidelines on under what circumstances excuses should be offered. These guidelines should apply to a variety of circumstances including illness, tardiness, rule violations, absence, lack of follow-through and misbehavior.

▲ **Assist** the class to test their guidelines by applying them to the work place and other adult settings. **Assist** them to adjust the guidelines as necessary to best prepare them to be ready for the adult settings they will one day be part of. **Aid** the class to identify the consequences of using frequent or frivolous excuses in the adult world, and to recognize that to be ready to succeed in this world requires mastering these skills when young.

3. ▲ **Ask** each student to identify their most frequently used excuse and to evaluate it according to the new guidelines. **Aid** each student to develop a plan to modify their excuse or the problem behavior.

4. ▲ **Review the major points of this lesson:**

- **There is a difference between valid excuses and frivolous, unnecessary ones.**
- **Excuses should be offered sparingly, and at the appropriate time, and in the appropriate manner.**
- **In adult settings, such as the work place, misusing excuses can have dire consequences.**
- **The only time to learn how to be prepared to properly use excuses in the adult world is while young.**

The dog ate my homework!
ALPO-FLAVORED HOMEWORK
I missed the bus!
SCHOOL BUS
My alarm didn't go off.
I didn't realize what day it is.
MAY 1959
1 2 3 4 5
I didn't think.
OUT TO LUNCH
OUT TO LUNCH
I didn't hear the bell ring.
He made me laugh.
LAUGH POWDER
I didn't know it was illegal.
WALL ST. NEWS
STEALING NOW LEGAL!

Section 4: The School Skills Curriculum

Why School Skills Training Works:

- Kids are not born "instant students"
- Wide range of school behavior skills are required, not systematically taught
- Some youth can't "self-train" to be students
- School skills are expected from students who are unlikely to be able to self-train
- There are many "kinds" of "school refusers" and "at-risk" students
- Without school skill training, gap widens, problems commingle and worsen
- Students are often semi- or non-voluntary participants who are easily distracted or discouraged

What School Skills Training Can Do:

- Work in any type of school setting
- Can be taught by a variety of personnel
- Can reverse years of failure
- Designed to be effective when other approaches have failed
- Transform kids into prepared, trained students

School Skills Training Techniques to Use With My Problem Youth:

The Slurkaholic

The Benefits of School Skills Training:

- Mainstream students earlier, longer, and more successfully
- Kids feel more successful, often develop improved self-images
- Reduced need for more expensive intervention options, such as home tutoring
- Allows youth to learn to be students in a way they are able to learn
- Breaks the failure pattern
- Prepared vs. unprepared students
- Relief to teachers, administrators, parents, counselors, youth, peers
- Students are not expected to have school skills until first provided instruction
- Allows teachers to teach rather than waste class time providing on-demand behavior management

Lesson 11

What You Miss Today, Makes it Harder to Learn Tomorrow

Goal: To demonstrate to students how missing classes seriously interferes with learning, often causing course work to seem much more difficult that it may actually be.

Materials: Chalkboard, chalk, one copy for each student of "Rate How Well You Can Learn When You Miss Class", pens, a substantial amount of building blocks, "Tinker Toys", checkers, "Legos" or "Duplos" so that each student can have at least ten to twenty-five pieces; each student must have a similar assortment of pieces.

1. ▲ **Ask** the class members to participate in an experiment on learning. **Inform** the class that the experiment will have 3 trials and the students will rate how well they can learn during each of the trials. **Distribute** the "Rate How Well You Learn When You Miss Class" forms to the students and **begin** the experiment as follows:

*Trial 1- **Distribute** the pieces to the class members then **instruct** them to copy a model that you build out of the pieces. After the instruction has been completed, **compare** the instructor's model with that of the students then **ask** the class members to fill in the first section of the form.*

*Trial 2- **Begin** to offer instruction on making another model out of the pieces, but partway through the instruction, **direct** the students to leave the room. They must miss enough instruction that it will make it very difficult or impossible for them to complete the model. You should to hide several pieces inside the model or behind it during the time that the students are out of the room. Absent students will not know about these pieces. After the instruction has been completed, **compare** the instructor's model to those of the students', then **ask** class members to fill in the second section of the form.*

*Trial 3- **Direct** all of the students to leave the room and have them absent while you **provide** instruction on building another model. The model should consist of two sections with one of the sections remaining out of the students' view. The model can also contain pieces inside or behind it that absent class members will not be able to know about because they were out of the room during instruction. The students should miss enough instruction that it will be very difficult or impossible to complete the model. After this instruction has concluded, **compare** the students' models with that of the instructor, then **ask** the students to complete the remainder of the form, then discuss the experiment results and form with the class. **Assist** the students to recognize that they learn most effectively when they are present for all the instruction.*

2. ▲ **Ask** the students to identify the classes that they find the most difficult, then **discuss** how missing instruction may make a class seem more difficult than it would otherwise be. **Ask** the class to identify how missing instruction could make it much more difficult to succeed in the classes cited.

3. ▲ **Ask** the class members to identify activities they hope to do during their lives and **elicit** answers such as "get my driver's license" and "become a doctor". **List** the responses in a column on the board then **assist** the class to determine the likely results of missing instruction when preparing for these activities. **Relate** the class's observations to students' missing instruction time at school.

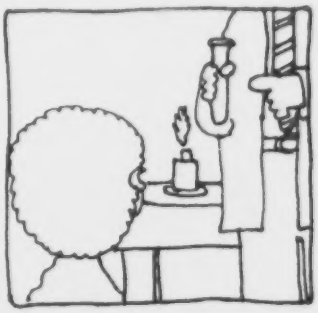
4. ▲ **Review the major points of this lesson:**

- Most people learn best and can most easily master information when they are present for all of the instruction that is offered.
- Most people have problems learning and mastering information when they miss some of the instruction that is offered.
- Most people have great difficulty learning and mastering information when they miss all of the instruction that is offered.
- Many classes that seem to be very difficult may actually be relatively simple to master if you receive all of the instruction offered.
- Learning can be easy when you're there to learn.

Rate How Well You Can Learn When You Miss Class

When You Are Present for All of the Instruction

- ❒ I learn very well
- ❒ I learn okay
- ❒ I have some trouble learning
- ❒ I am unable to learn what is being taught

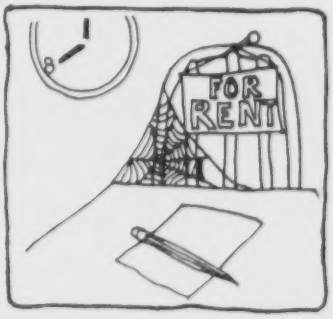


When You Miss Some of the Instruction

- ❒ I learn very well
- ❒ I learn okay
- ❒ I have some trouble learning
- ❒ I am unable to learn what is being taught

When You Miss All of the Instruction

- ❒ I learn very well
- ❒ I learn okay
- ❒ I have some trouble learning
- ❒ I am unable to learn what is being taught



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☛ **I LEARN BEST AND CAN MOST EASILY COMPLETE TASKS WHEN:**

- ❒ I am present for all the instruction
- ❒ I miss some of the instruction
- ❒ I miss all of the instruction

Even Rock Stars "Gonna" Need School

Goal: To debunk students' unrealistic beliefs that they can make money by selling drugs, joining a gang, marrying a wealthy person, etc. and thus avoid needing or using an education.

Materials: Chalkboard, chalk, one copy for each student of "Sooner or Later, Will They Never Really Need School?", pens.

1. ▲ **Inform** the students that they will be examining if everyone really needs an education. **Ask** the students to identify explanations youth could offer as why they will not need school and **list** their answers on the board. **Elicit** answers such as drug dealing, becoming a rock or sports star, family support, relying only on government assistance, and marrying a wealthy spouse. **Allow** the students to discuss why these circumstances could appear to eliminate the need for having and using an education.

2. ▲ **Distribute** the copies of "Sooner or Later, Will They Really Never Need School?" and **review** one item at a time with the class.

▲ **Ask** the students to formulate the "Top Ten Ways the Rock Star Will Wish S/He Had an Education", and repeat for the model, gang member or other individuals as needed. **Elicit** responses such as the "the rock star loses his hearing" or "the wealthy man divorces the wife".

3. ▲ **Ask** the students to formulate a list of adult tasks that virtually everyone may ultimately face. These tasks will require education and can include reading contracts, writing a will, grocery shopping, and paying taxes. **Write** the students' responses on the board, then **ask** the class members to identify which of these tasks will require education. **Aid** the students to determine that people who lack a complete education, will often be unable to successfully manage these adult tasks.

4. ▲ **Ask** students to identify ways to avoid the tasks listed on the board, such as hiring an accountant to prepare taxes. **Assist** the class members to cite the serious problems that could result. For example, because the person is not knowledgeable in math and taxes, the accountant steals a portion of the income or tax payment. **Assist** the class to conclude that education is vital for everyone sooner or later.

5. ▲ **Review the major points of this lesson**:

- Life is full of surprises that you may need education to manage.
- To be in charge of your life, you must have enough education to understand what is going on around you.
- Successfully managing adult tasks and responsibilities requires a complete education. Although some tasks can be delegated, you will need enough education to oversee and evaluate how the work is being conducted.

Sooner or Later, Will They Really Never Need School?

THE ROCK STAR
ROCK NEWS
"I CAN'T EVEN BALANCE MY CHECKBOOK" destitute star cries!!
MORE NEWS
STARS MANAGER STEALS $$
Discovers star knows little math
THE MODEL
WORSE NEWS
MODEL GAINS 50 POUNDS career ruined!
VAGUE
Couldn't read how to use mods model says blemish grows!
THE DRUG DEALER
THE NEWS
• Dealer released
• Now homeless
• Hassling
Drug Dealing Hunk Convicted!
THE SPORTS STAR
I've enjoyed boxing your coach. See ya, champ...
Gee... what will you do now? You can't even read!
THE WIFE OF A WEALTHY MAN
MOO
B NEWS
WIFE OF WEALTHY MAN BROKE!
Husband leaves all to CASH COW
NASTY NEWS
WEALTHY MAN DEAD
wills fortune to COW!
Wife has beef with will
THE GANG MEMBER
NEWS HEADLINES
• Gangs GONE
• Former Gangsters Lack Jobs
• Some Live on Streets
Gang member shot. No money for surgical
Channel 4 NEWS

There's "No" Excuse Not to Come to School

Goal: To provide students with clear guidance on when they should come to school.

Materials: Chalkboard, chalk, one copy for each student of "Find the Reason to Stay Home from School", pens.

1. ▲ **Ask** the class members to share their opinions of how they can determine whether they should come to school or stay home.

▲ **Inform** the students that they will be examining a series of statements that students sometimes make about why they didn't come to school. **Ask** the class to determine if these are valid reasons for missing school. **Distribute** the pens and the copies of "Find the Reason to Stay Home from School" then **discuss** the students' responses with the class. **Assist** the students to determine that the list contains no valid reasons for missing school.

▲ **Ask** the students to add to the list, invalid excuses they've used, or heard other students use. **Write** these items on the board then **discuss** these additions with the class.

2. ▲ **Ask** the class to develop a guideline to help students evaluate whether they have a valid or invalid reason for missing school. **Ask** the class members to each take a turn formulating a one-sentence guideline for determining how to tell if a student should attend school. **Write** these suggestions on the board. **Assist** the class members to formulate a criteria that most students agree is valid. A popular criteria is "If you are breathing (and neither you or any of your family members are seriously injured or ill), then come to school". If appropriate, **include** in the criteria, references to religious holidays and other genuine ethnically/culturally based concerns, as other legitimate times to be absent from school.

3. ▲ **Ask** the students to each remember the last time that they missed a day of school and **ask** for volunteers who are willing to share with the class how their excuse rated using the new criteria.

4. ▲ **Review the major points of this lesson**:

- Many of the excuses students offer for missing school are not important enough to justify being absent.
- One way to tell if you are able to attend school is to evaluate your reason using a criteria such as "If you are breathing, (and neither you or any of your family members are seriously injured or ill), then come to school".
- School is so important to your future that there is often no excuse not to come to school.

Find the Reason to Stay Home From School

Circle all the valid reasons for missing school

I have to wait for the mail to come.

I have to wash my hair.

My face is breaking out.

It might rain.

I have a test.

My teacher's probably mad at me for missing school yesterday.

I can't keep up in class.

I don't feel like it.

My Mom doesn't make me go.

I was going to be late for school anyway.

I had to baby sit.

I had to work.

I had to help my cousin move.

I didn't know there was school today.

I've already missed a lot of school.

Nobody notices.

I hate P.E.

I had nothing to wear.

My hair was a mess.

I only had dirty clothes to wear.

I didn't have lunch money.

I'm just gonna be a Mom anyways.

I've had a really big fight with my boyfriend and I might run into him at school.

My Dad never went.

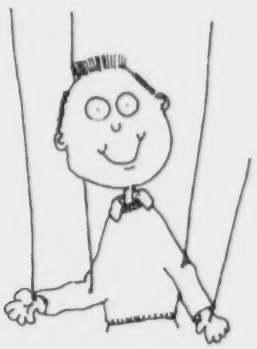
Why Social Skills Training Works:

- Some families do not fully train their children to have all needed social skills
- Many youth have significant gaps in their social skill training
- A wide range of social behaviors are required for success in school and nearly everywhere else
- Some youth need specialized help to learn social skills
- Social skills are always expected, not always fully taught
- Without social skills, the gap widens and youngsters often experience worsening difficulties
- Must teach social skills in a way that youth can retain and use

What Social Skills Training Can Do:

- Youth become "veterans" using social behaviors
- Anticipate and avoid predictable problems
- Systematically prepare youth to acquire and use age-appropriate skills
- Works when other methods have failed

Social Skills Training Techniques to Use with My Problem Youth:



The Puppet

The Benefits of Social Skills Training:

- Better prepared socially than untrained youth
- Pro-active, not reactive
- Prepare youth to succeed in school, community, counseling, home
- Teaches expected social skills, doesn't just require them
- Produces rapid, dramatic improvement in deficient social skills

Lesson 5

Are You Ready for a Typical Day as an Adult?

Goal: To assist students to accurately evaluate their readiness for independent living; and to aid oppositional youth to reconsider unrealistic appraisals of their readiness.

Materials: Chalkboard, chalk, pens, one copy for each student of "Are You Ready for a Typical Day as an Adult?

1. ▲ **Inform** the class members that they will be examining if they are ready to live independently, or if they could benefit from training to prepare for independent living. **Distribute** copies of the "Are You Ready for a Typical Day as an Adult" and **ask** the students to complete the form. **Discuss** the completed forms with the class and **assist** each student to determine if they are really ready to live on their own. *(The correct answers are: 1. Call the boss; 2. Get a written estimate; 3. County or other government health facility; 4. The classified ads, index; 5. Automobiles; 6. "Two doors" and "On Approved Credit"; 7. Go to a bank with your I.D. and money and ask for forms and information on specific bank procedures and requirements for minimum amount of money needed to open an account; 8. Check must have date, full name, properly completed money amounts that can not be easily altered, a signature that matches the signer's I.D.; 9. Entertainment; 10. Be able to name the next city to the North, then read a map, ask for directions or be able to specifically name all the roads to follow to reach that city.)*

2. ▲ **Direct** the students to determine which areas they most need training on. **Assist** each student to realistically discuss their weak and strong areas with the class.

3. ▲ **Ask** the students to each describe what could happen if they moved into independent living before they were ready, and **inquire** of each youth if they wish to endure those results.

4. ▲ **Review the major points of this lesson:**

- **To successfully live independently, you must master an extensive array of skills.**
- **If you are serious about really wanting to successfully live independently, then you must work and study to be prepared for the situations that you will encounter.**
- **Living independently can require managing frequent problems and crises that you must be ready to manage.**

ARE YOU READY FOR A TYPICAL DAY AS AN ADULT?

1. Your car won't start and you are going to be late for work. What is the first thing you must do?

2. When your car arrives by tow truck at the repair shop, what must you be sure to ask the mechanic so you won't get ripped off?

3. You feel sick after all the problems you've been having with your car, and you don't have much money left. Where can you go to a doctor that is free or low cost?

4. You decide that you need a new car, and want to look in the newspaper to find one. What section of the paper are cars listed in, and what do you use to find where that section is located?

5. What heading are cars listed under in the ad section of your newspaper?

6. In the ad for a truck, it says "2 dr" and "OAC". What do those phrases mean?

7. You realize that you will need a checking account to make payments on the truck you selected. How do you start an account?

8. Write a check for the truck to the seller for $4555.

FIRST STATE BANK

Independence Man
123 Knowledge Lane
Independence, PA 09878 _____ 19____

PAY TO THE
ORDER
OF _____ $_____

_____DOLLARS

_____

9. You want to drive the truck to a drive-in movie. In what section of the newspaper are movies listed?

10. The only movie you like is playing in the next city North of where you are. How do you find out how to get there?

RATE YOUR SCORE:

9-10 Answers Right.....You are Independence Man
7-8 Answers Right.....You Could Become Independence Man
5-6 Answers Right.....Keep Studying!
4 or Less Answers Right ...Don't Leave Home Yet!

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From "No Way Rene" to "Okay, Whatever You Say"

Goal: To teach students to accept "no" for an answer, curtail excessive "yes, but..." responses.

Materials: Chalkboard, chalk, one copy for each student of "'No Way Rene's' Ways of Answering a 'Nay'" Handout, pens.

1. ▲ **Ask** the students to recount incidents, the words used and the results achieved when they or others refused to readily or cooperatively accept "no" for an answer.

▲ **Ask** the students to complete "'No Way Rene's' Way of Saying 'Nay" as described on that handout, then **discuss** their completed forms.

2. ▲ **Ask** the students to speculate on how well No Way Rene's answers will work when she becomes an adult. **Ask** the students to identify the results Rene will experience using these responses in the following common adult situations: *with her boss, with her roommate, with the police officer who pulls her over for speeding, with the IRS agent questioning her tax return, with her property manager, with the banker who may turn down her loan.*

▲ **Identify** to the class that most quarrelsome responses to being told "no" will generate additional problems. Briefly **review** appropriate times to strongly say "no" that are the exception to this guideline. **Include** instances such as being told to become involved in illegal, immoral or inappropriate behavior.

▲ **Ask** the students to each devise effective substitutes for each of Rene's answers and to write these phrases on their handout, then discuss and evaluate these substitutes with the class. **Aid** the class to compare the likely results Rene will receive using these improved responses in all of the adult situations show above. **Assist** the students to conclude that using compliant, cooperative answers when told "no" usually yield better results and fewer consequences than bickering.

3. ▲ **Ask** the students if they are likely to ever encounter the adult situations Rene is likely to experience. **Ask** the class members if their "no way" responses will work any better in those circumstances than Rene's did, and **aid** them to determine that they also will need to be prepared to used more compliant responses.

▲ **Ask** the students to determine when youth learn and practice accepting "no' for an answer so that they are prepared to be compliant when they are adults. **Assist** the students to determine that now is the only time to develop and refine this skill, and that without this practice, they will not be fully ready to accept "no" for an answer when older.

4. ▲ **Ask** each student to develop an effective, positive answer they can use to be more compliant with the "no's" they receive and to identify the situations where they most need to use this improved response. **Ask** the students to begin using their phrases and to report back on their results.

5. ▲ **Review the major points of this lesson:**

- **Using "yes but" and other quarrelsome answers when told "no" will have disastrous results in the adult world.**
- **The only opportunity youth have to learn to use business-like, cooperative responses to being told "no", is when they are young.**
- **Youth who never learn to accept "no" for an answer will likely become adults who have never learned to accept "no" for an answer. These adults are likely to experience many consequences because of this skill deficiency.**
- **Learning to use compliant responses when told "no", often will reduce consequences and improve the situation as much as possible.**

"NO WAY RENE'S" WAYS OF ANSWERING A "NAY"

When someone tells Rene "no way", here's what she's been known to say.
Cross out each way that is really a way to say back "no way".
Circle each way that is really a way to say "oh, alright, okay"-- if you can find one here at all today.

Do I have to?

Can I have another chance.

Please, not.

I didn't mean to.

I'll never do it again.

Can you change your mind?

Yes, But...

It wasn't my fault.

He made me do it.

She made me do it.

Can we pretend this didn't happen?

You're making too big a deal about this.

I promise that if you let me go this time, I'll do anything you want.

Please, please, please, please, please, PLEASE CAN I HAVE A SECOND CHANCE?!

Can I have another chance, can I huh? can I huh? can I huh? huh?

Insert your own line here _____

...and here _____

Section 6: Successfully Using the Structured Curriculum

General Guidelines to Successful Class/Group Management:

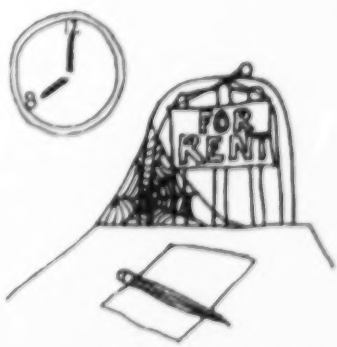
1. Stimulate interest in the topic
2. Assist students to recognize/appreciate importance of the topic
3. Teach topic skills (ongoing)
4. Check comprehension (on-going)
5. Rehearse, drill skills into habits (on-going)
6. Invite and give feedback; shape appropriate attitudes (on-going)
7. Test skills under conditions that simulate actual situation, then debrief and repeat
8. Apply to real situation and debrief
9. Elicit commitment to use new skills

Using Structure in Initial/Early Class or Group Development:

1. Review group needs
2. Assess degree of structure needed
3. Identify areas most in need of intervention
4. Choose tasks with wide appeal
5. Set a good standard from the start
6. Use your personal power and personality
7. Strive for small successes

Using Structure in Later Class or Group Development:

1. Can reduce structure gradually to minimum, increase as needed
2. Teach any subject
3. "Concretize" abstracts
4. Repetition
5. Facilitate trust building
6. Ease tension, provide boundaries, safety
7. Manage high energy, easily distracted youth
8. Remedy specific developmental lags
9. Address sensitive issues such as family concerns
10. "Ease" into learning



The No Show

Section 7: Summary

Post-Test:

List the 2 types of youth that you indicated in the Pre-Test were the most difficult for you to work with successfully. (Example: aggressive boys)	List five NEW intervention strategies that you learned in this workshop that you could use with these youth. (Example: Do the Space Invaders Exercise)	Rate the likely effectiveness of these methods. Grade on a scale of 1-5 with 1 as poor and 5 as very effective
1.	a. b. c. d. e.	a. b. c. d. e.
2.	a. b. c. d. e.	a. b. c. d. e.

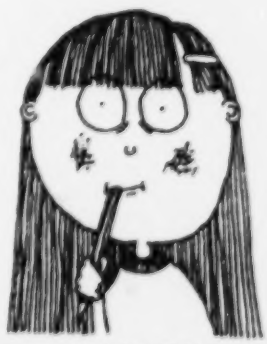
Appendix: Resources

Sources of Structured Experience Materials:

Wells, Ruth Herman, ***Personal Power Series- Succeeding with Self: Gaining Self-Control (1986); Succeeding in School: Teacher Interaction Skills (1985); Succeeding with Others: Peer Interaction Skills (1990); Succeeding in School: Becoming an Effective Student (1993).*** Pro-Ed Publishers, 8700 Shoal Creek Blvd; Austin, TX 78758. 1-512-451-3246.

*Wells, Ruth Herman, ***Breakthrough Strategies to Teach and Counsel Youth Series ---What Every Girl Needs to Know About the Real World (1994); A Child's Guide to Surviving in a Troubled Family (1993); Temper and Tantrum Tamers (1993); Learning to Like the Kid in the Mirror (1993); Turn On the Turned-Off Student (1992); All-Time Favorite Lessons(1991); Coping Skills Sampler (1991); Ready, Set, Go! for Independent Living (1991); Build On-the-Job Success Skills (1991), The Last Chance School Success Guide (1995).*** Additional volumes anticipated. Youth Change, 275 N. Third St., Woodburn, OR 97071, 1-800-545-5736 toll-free, or fax 1-503-982-7910.

**The lesson samples in this workbook are taken from several of the Breakthrough Strategies to Teach and Counsel Youth series of books.*



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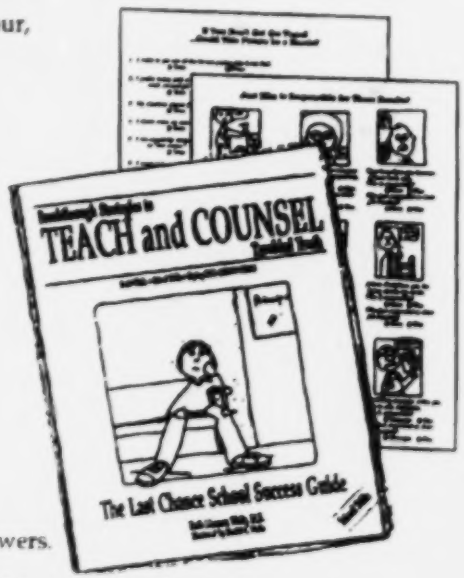

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